Northampton International Academy
Geography Curriculum Overview

East Midlands Academy Trust

Why Teach Geography?

We believe that Geography will raise awareness of learning about human, physical and environmental topics on a local, national, and global scale. Learners will learn about their planet outside of the classroom, assessing the spatial and temporal factors that have shaped and the impacts this has on their lives and in turn the impact they have on it. It is our intention that our geography curriculum will:

- help learners to raise and answer questions about the physical landscape, how humans live and the impacts that we have
- enable learners to think critically about the impact human activity has on the natural landscape and the human-made environments
- spark learners' curiosity about the world around them
- help learners to become knowledgeable citizens, concerned about the future of our planet through the connections that exist between people and place.

The 7 Big Ideas of Geography

- **Place –** what it's like, what happens there, how it changes, emotion response
- **Space –** location, distribution, patterns and network connections, layout
- **Environment –** physical & human processes, actions and features, change
- **Scale –** local, regional, national, continental, global
- **Environmental Impact –** interactions, change, usage, sustainability, effects, response
- **Cultural Awareness –** diversity, disparity, connections, social identify, values
- **Interconnections –** links between features, places, events and people

Fieldwork

Fieldwork is an important part of learning in Geography as it provides a 'real-world' opportunity for learners to develop, extend and apply their geographical thinking and learning. Geography fieldwork enables students to develop their enquiry skills through collecting primary data, formulating questions to investigate, and communicating their findings.

It also enables learners to create memorable experiences that support their retrieval of in class learning and lead to them developing high order thinking skills.

Substantive Knowledge Content

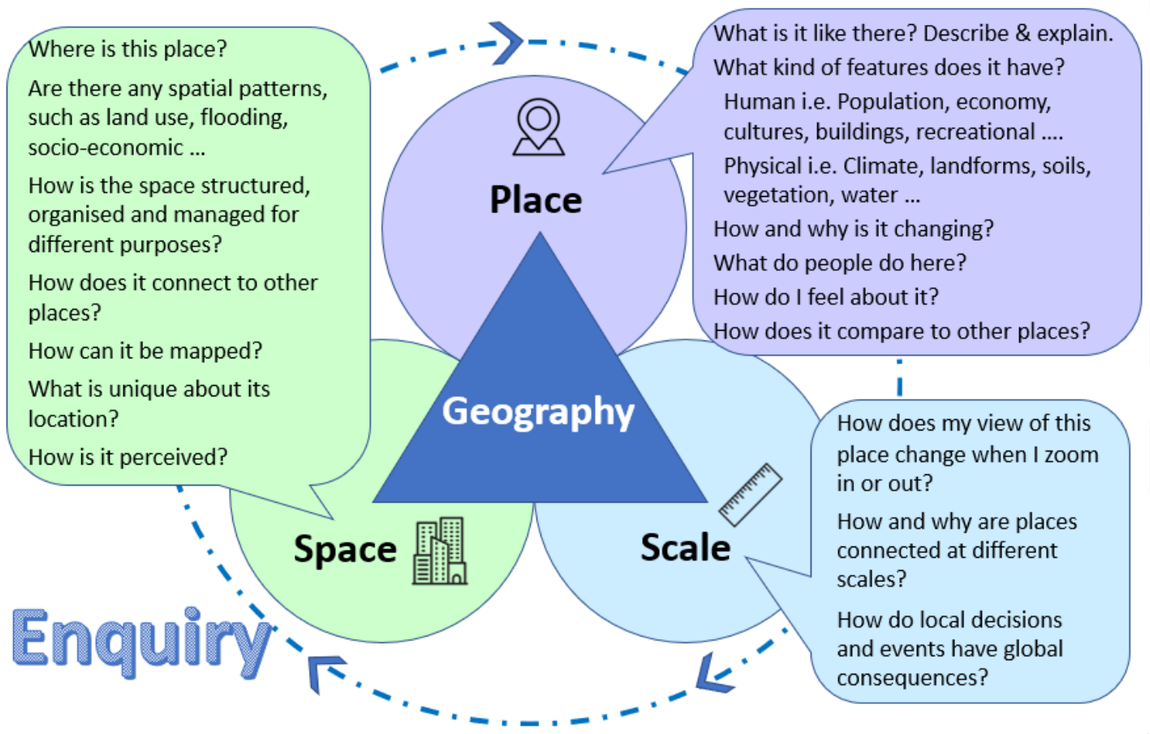
Locational Knowledge	Place Knowledge
Developing contextual knowledge of the location of globally significant places	Understanding geographical similarities and differences through the study of human and physical geography

Human and Physical Geography	
Studies of resources, settlements, trade and agriculture etc.	The processes causing volcanoes and earthquakes, rivers and lakes, and weather and climate.

Skills and Fieldwork
Geographical enquiry and the application of skills in observing, collecting, analysing, evaluating and communication geographical information.

Disciplinary Knowledge

Developing a sense of place – for example, a sensory exploration of a 'rainforest' - is not geography until the significance of location and links with other places at global and local scales of study is understood.



Purpose of Study and Aims

Inspire curiosity and fascination	Physical features/characteristics	Interdependence	Physical processes	Identify, explain, extrapolate patterns	Scale	Change over time	Interpretation of data and sources
Communicate geographical information	Interconnections	Human features/characteristics	Interactions	Human processes	Collect, analyse, communicate	Spatial Variation	Understand similarities and differences